

Michigan Part C State Systemic Improvement Plan

Our plan for improving social
and emotional outcomes for
infants and toddlers

Informing our Stakeholders

- MICC meetings
- Interagency Team meetings
- System Update meetings
- Invitations to participate in national webinars

Learning and Technical Assistance

MDE staff attended the NCRRC meeting in Chicago from Oct. 24-25, 2013.

Michigan received technical assistance and guidance from NCRRC.

Learning the SSIP Requirements

- MDE and stakeholders participated in national webinars offered by the RRC and OSEP.
- MDE participated in calls with OSEP, RRC staff, and other states to gain insightful information.

Broad Data Analysis Meeting

April 23, 2014

21 stakeholders reviewed Part C data from three sources:

1. Michigan Student Data System (MSDS)
2. Wayne State University
3. Public Sector Consultants

What the data told us...

There is a trend showing a decrease over the years in birth and child count.

Possible causes for child count decreasing include:

Change in the Data System (Michigan Compliance Information System (MI-CIS) - MSDS and Student Information Systems (SIS) (October 2012)

Continued decrease in Michigan birth count
(143,800 in 1992; 129,500 in 2002; 112,700 in 2012)

Changes in Funding Formula (2011, 2013)

Change in Michigan Administrative Rules to Special Education (MARSE), causing move from *Early On* to Special Education programs at age 2½ versus 3 years of age

New/changed programs and services in other agencies
(e.g., Maternal Infant Health, Early Head Start)

Eligibility Definition – change from any delay to 20 percent delay in one or more categories

What Family Outcome data told us...

The family outcome data look good and have improved over the past few years.

More families strongly agreed that *Early On* has helped their child and family:

- participate in the community;
- know about community services; and
- know where to go for help and support to meet their family's needs.

All targets were met.

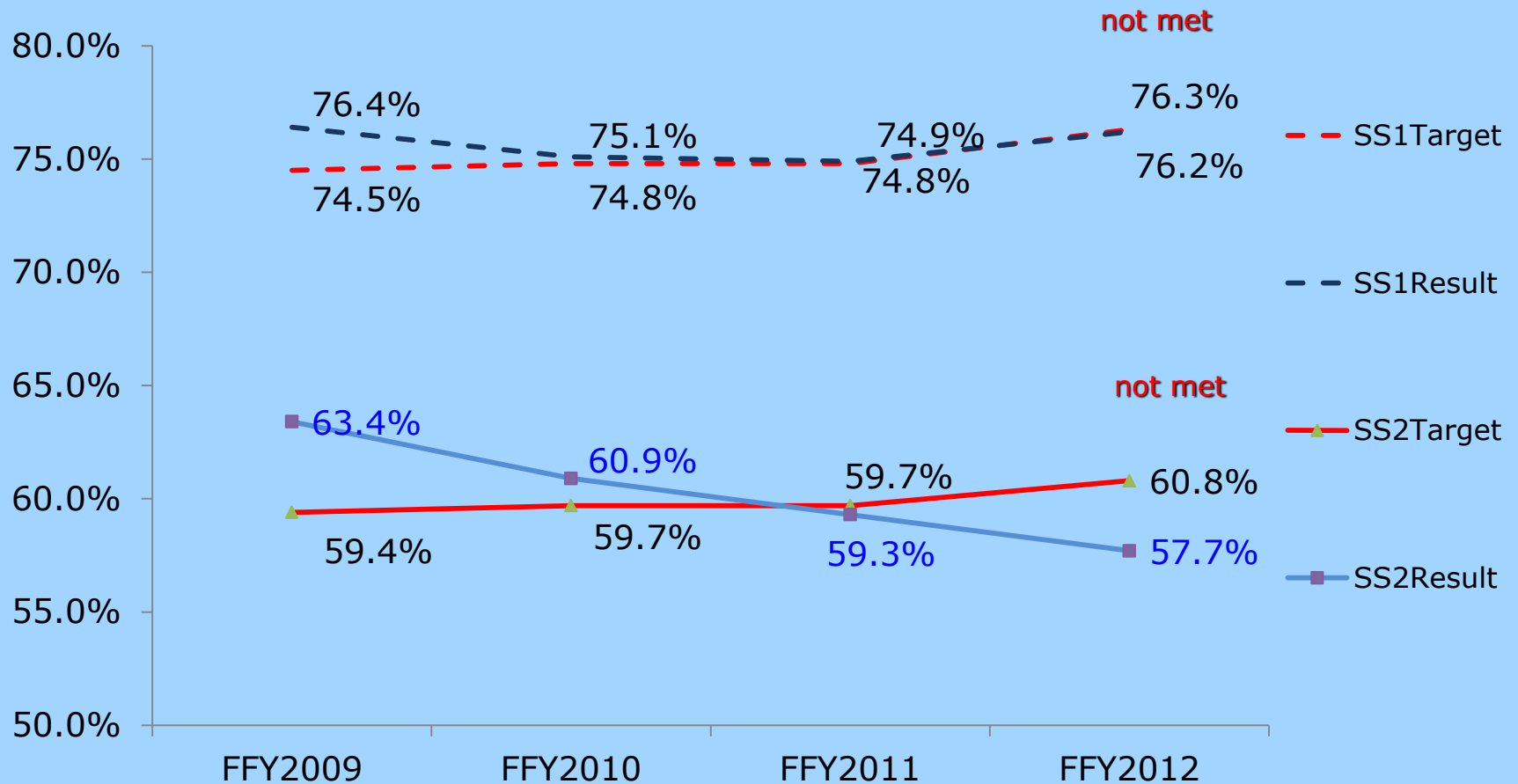
What Child Outcome data told us...

Child outcome targets were not met for three of the six measures.

The trend is downward for Summary Statement 2 (functioning within age expectations at exit).

Targets and Results Across Years

Indicator 3A: positive social-emotional skills



Percent of progress **within age expectations**
declined across four years – from 63.4% to 57.7%

Comparing Michigan Results to National Average

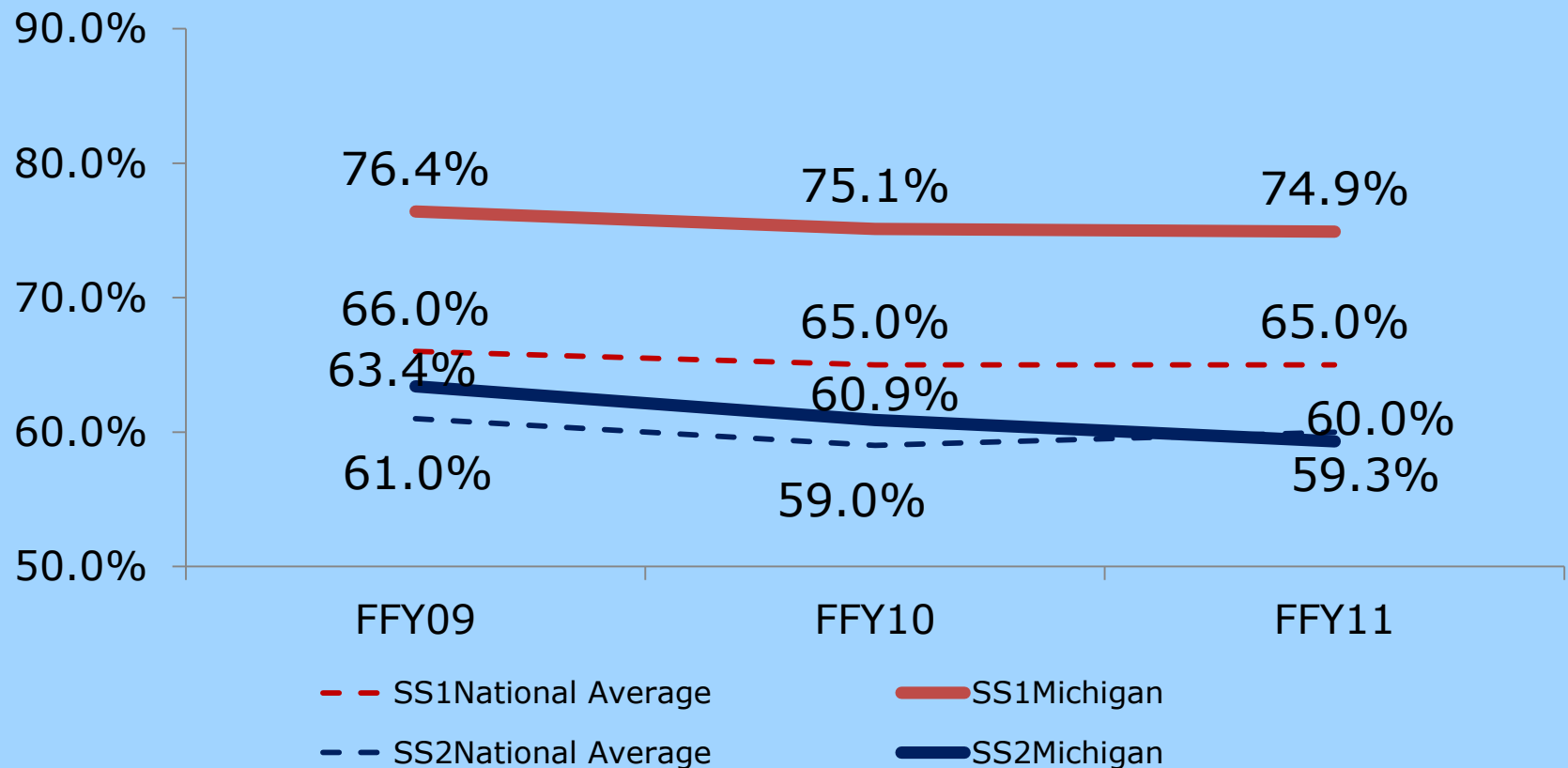
*The Early Childhood Technical Assistance Center (ECTA Center) published the Part C SPP/APR Analyses**

- Summary is based on information reported by 56 states and jurisdictions in their FFY2011 APR submitted to OSEP in February 2013.
- Three quarters of the states use the Child Outcome Summary process (42 out of 56).
- The following charts compare the results of Michigan child outcome to that of the national average in the past three years (FFY2009 to FFY2011).

*
http://ectacenter.org/~pdfs/partc/part-c_sppapr_13.pdf#page=8

Michigan vs National Average

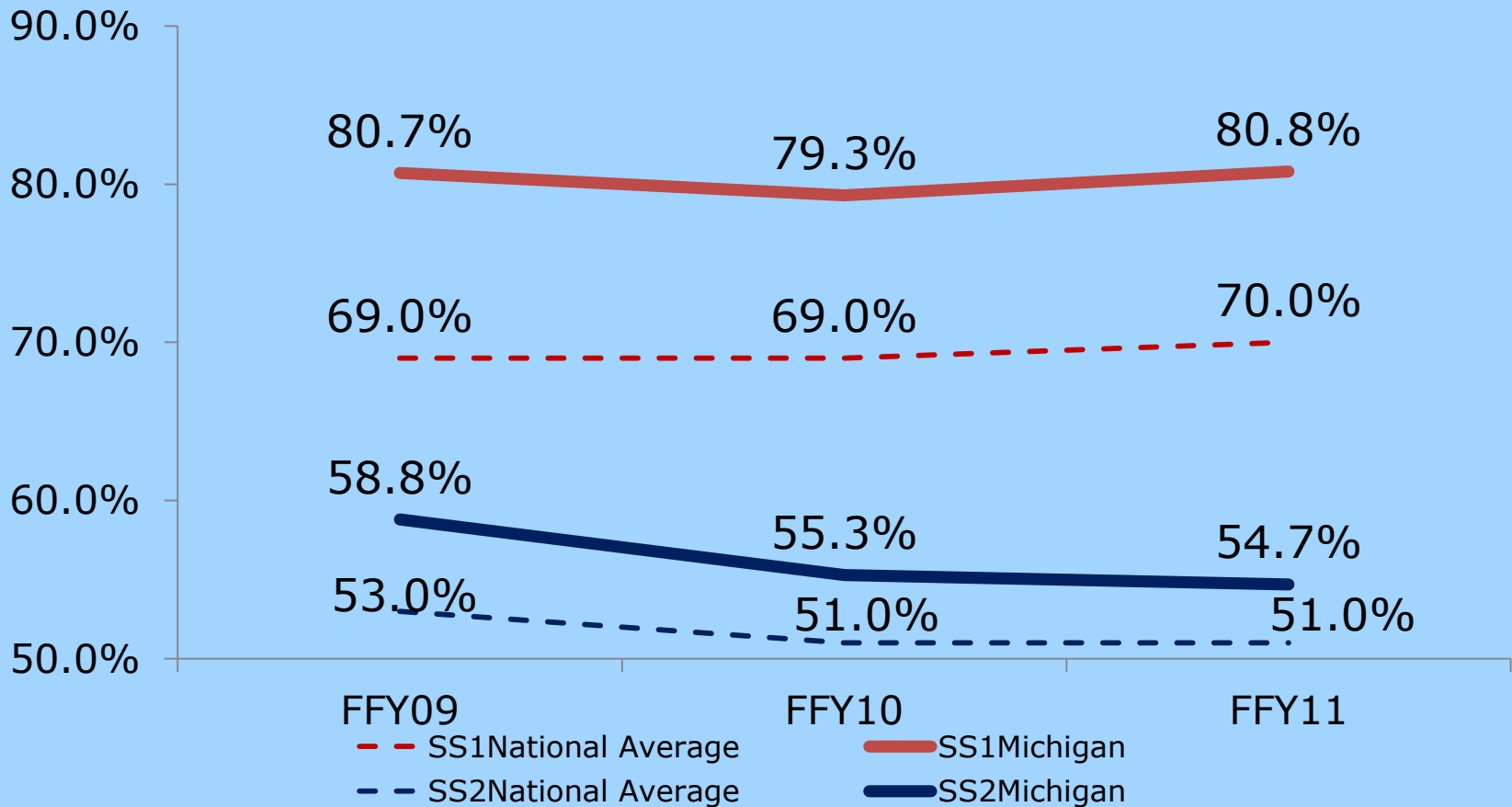
Indicator 3A: positive social-emotional skills



On indicator 3A, positive social emotional skills, Michigan's results are well above the national average on Summary Statement 1 across the three years, and slightly higher than the national average in FFY09 and FFY10, and close to it in FFY11 on Summary Statement 2.

Michigan vs National Average

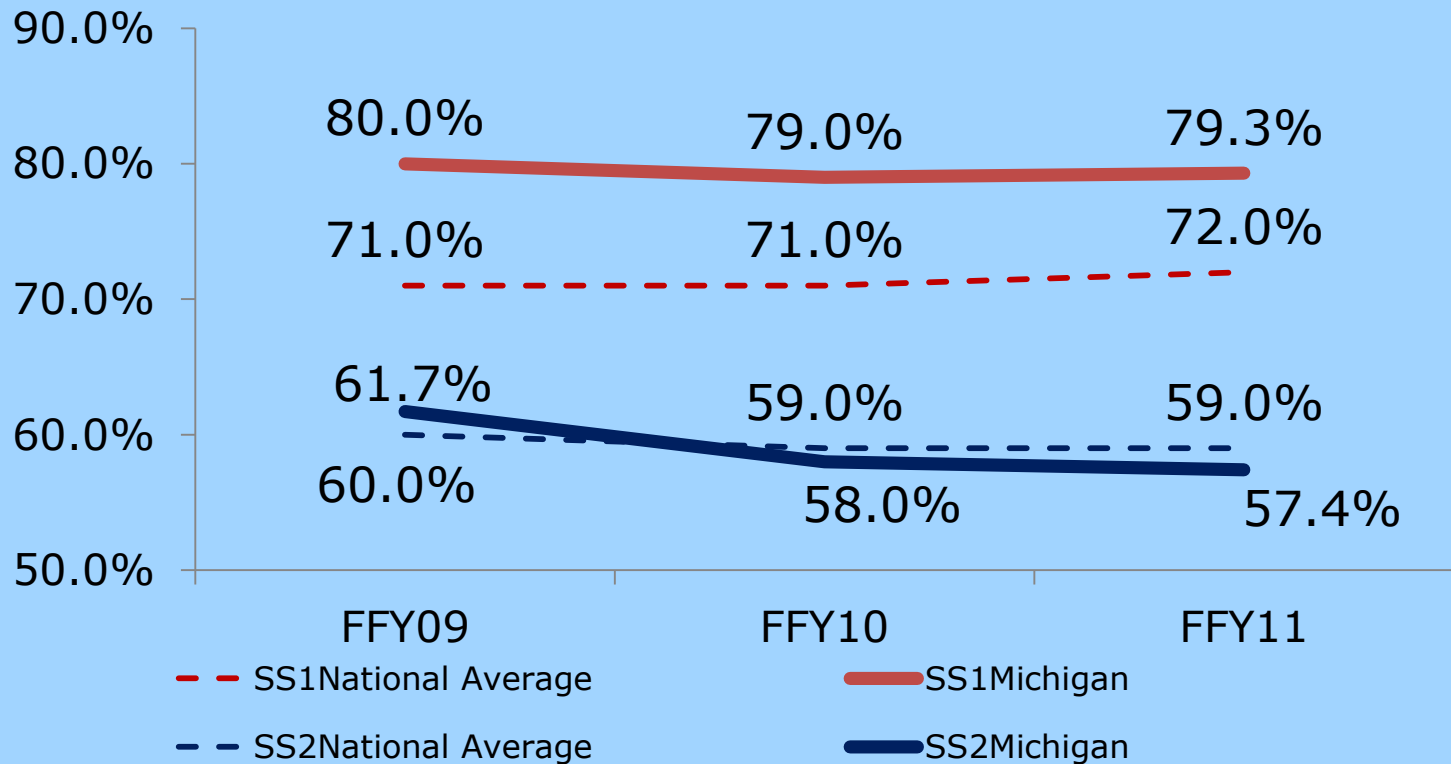
Indicator 3B: acquisition and use of knowledge and skills



On indicator 3B, acquisition and use of knowledge and skills, Michigan's results are well above the national average on Summary Statement 1 and higher than the national average on Summary Statement 2.

Michigan vs National Average

Indicator 3C: use of appropriate behavior



On indicator 3C, use of appropriate behavior, Michigan's results are well above the national average on Summary Statement 1, and close to the national average on Summary Statement 2.

Comparing Michigan Results to Other States

This table presents the number of states with a change (if any) in results from FFY2010 to FFY2011:

	Increase	No change	Decrease	Michigan
Ind.3A SS1	26	2	28	Decrease
Ind.3A SS2	26	1	29	Decrease
Ind.3B SS1	30	2	24	Increase
Ind.3B SS2	24	2	30	Decrease
Ind.3C SS1	31	1	24	Increase
Ind.3C SS2	27	1	28	Decrease

From FFY2010 to FFY2011, about half of states showed an increase on the child outcome results.

Michigan showed an increase on two Summary Statement 1 (3B and 3C) from FFY2010 to FFY2011, but a decrease on all Summary Statement 2 indicators and Summary Statement 1 on 3A positive Social Emotional Skills.

Preliminary recommendations from stakeholders, April 2014

Potential focus areas included:

- Child outcomes
- Child outcomes specifically focusing on social and emotional issues
- System of services — focusing on children receiving the services needed

System Update Meetings May 2014

- MDE staff went to Marquette, Genesee, Kent, COOR, and Washtenaw
- Gathered input for SSIP using SOAR activity

Results of the SOAR Activity

Strengths:

What is your service area's greatest strength?

What are you doing or implementing really well in your service area?

- Good internal and external collaboration
- Committed staff, same staff serving *Early On* and Special Education
- Quality services provided by highly qualified staff
- Ability to coordinate services/systems among Part C, special education, and other agencies

SOAR continued...

Opportunities:

What are the greatest opportunities for improving *Early On*?

In addition to existing opportunities and resources, is it possible to expand those efforts to build capacity of those served?

- Align and integrate resources and standards both financial and human such as MIECHV funded home visiting programs and reflective supervision
- Funding (state budget) and increased opportunities to look creatively at blending/braiding of funding
- Moving towards Primary Service Provider model

SOAR continued...

Aspirations:

What are your hopes and desires for children and families in your local *Early On* program?

Is there a goal or objective, as it relates to *Early On*, which you envision as having a significant positive effect on children and families?

- Create a meaningful IFSP
- Before a child is 3, families will have access to all of the services available/needed in order to help their child increase their overall abilities, thereby decreasing delays
- Unified and fluid system to meet needs of families and children
- Help families develop a system confidence to utilize resources and services available to them
- Coordinated, supported best practices in early intervention so fewer children need supports and/or special education after 3

SOAR continued...

Results:

What measurable indicators or data will indicate when the aspirations and goals have been met?

What would you like to measure that would demonstrate a meaningful positive change for infants/toddlers in your service area over the next 5 years?

- Measure the number of children who reach functional outcomes (therefore, not needing MMSE) as a result of targeted early intervention and coaching
- Assessment – looking at longitudinal data (kindergarten assessments, 3rd grade proficiency, graduation)
- Longitudinal data collection to 3rd grade
- Based on “local” survey results, parents will report satisfaction with *Early On* and access to community resources
- Percent of children enrolled in *Early On* who do NOT have an IEP at exit, kindergarten entry, 3rd grade (Part C only and Part C/MMSE)

Joint MICC/SSIP meeting

- Reviewed highlights from data analysis meeting
- Looked at disaggregated child outcomes data based on race/ethnicity, gender, geographic region of the state, and duration of time in *Early On*
- SOAR information from System Update meetings was shared
- A SSIP Committee was formed to meet monthly during Phase I of the SSIP work

Disaggregated data

Results for SS2 Across Years by **Eligibility**

So, where is the decline?

	Michigan Mandatory Special Education (MMSE)			Part C Only		
<i>percent of sample size</i>	58%	51%		42%	49%	
	FFY2009	FFY2012	<i>declining trend</i>	FFY2009	FFY2012	<i>declining trend</i>
3A: Positive social-emotional skills	47.9%	43.3%	-4.6%	85.1%	73.5%	-11.6%
3B: Acquisition and use of knowledge and skill	41.6%	36.3%	-5.3%	83.0%	72.1%	-10.9%
3C: Use of appropriate behaviors to meet needs	46.2%	37.7%	-8.5%	83.4%	72.6%	-10.8%

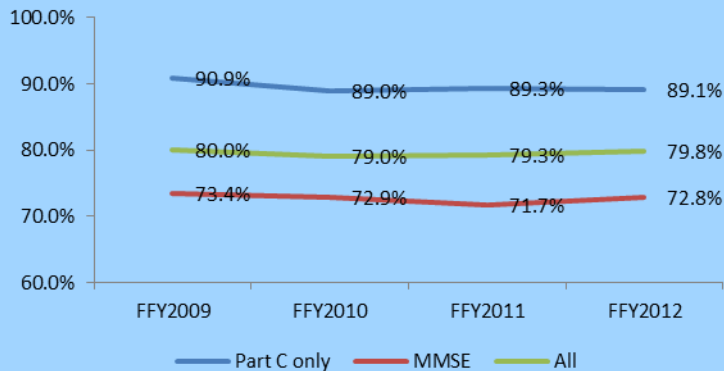
- From FFY2009 to FFY2012, greater decline in percent of Part C only eligible children exiting **within age expectations**.
- Also, increasing percent of Part C only children in the sample.

Summary Statement 1 - **substantially increased**

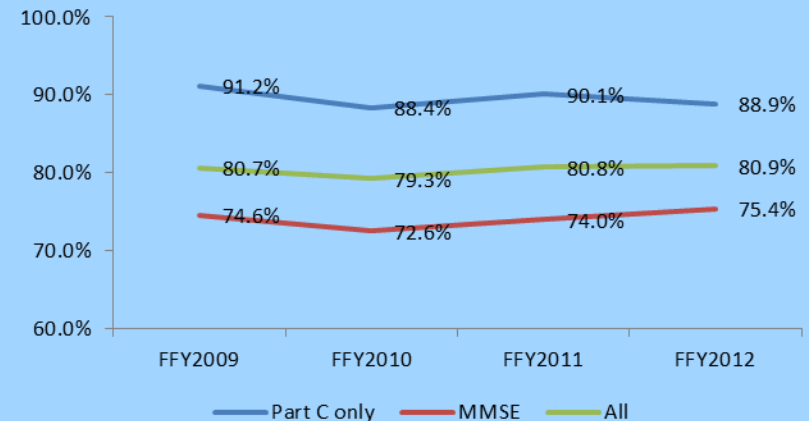
Across Years by Eligibility

A case for separate targets?

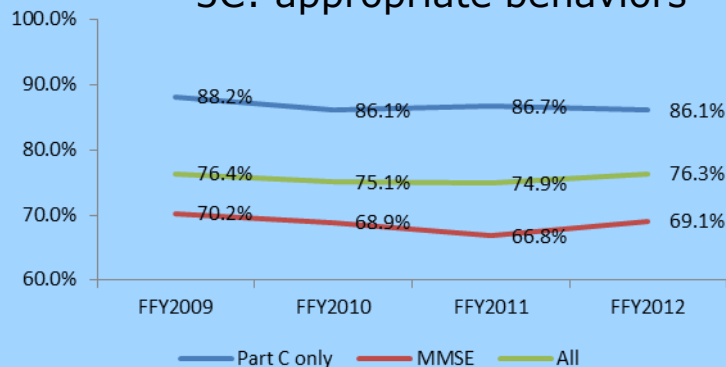
3A: social-emotional



3B: knowledge and skill



3C: appropriate behaviors

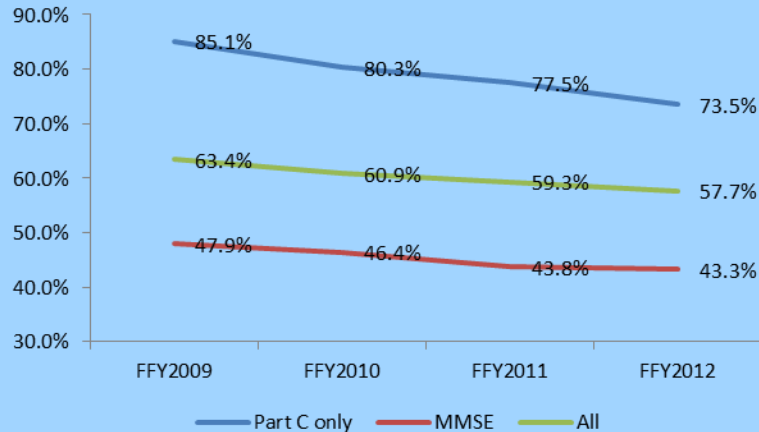


Summary Statement 2 – **within age expectations**

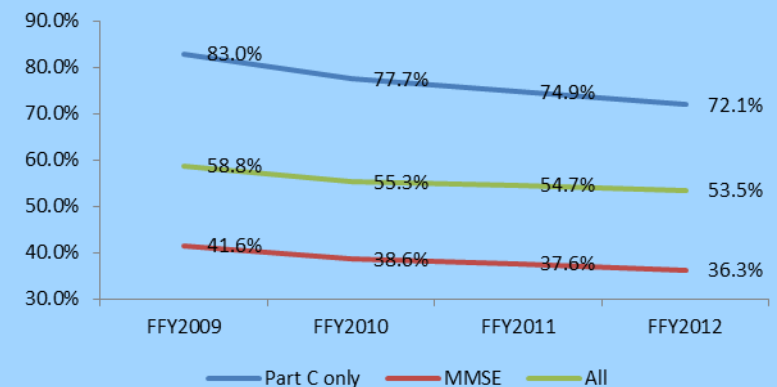
Across Years by Eligibility

A case for separate targets?

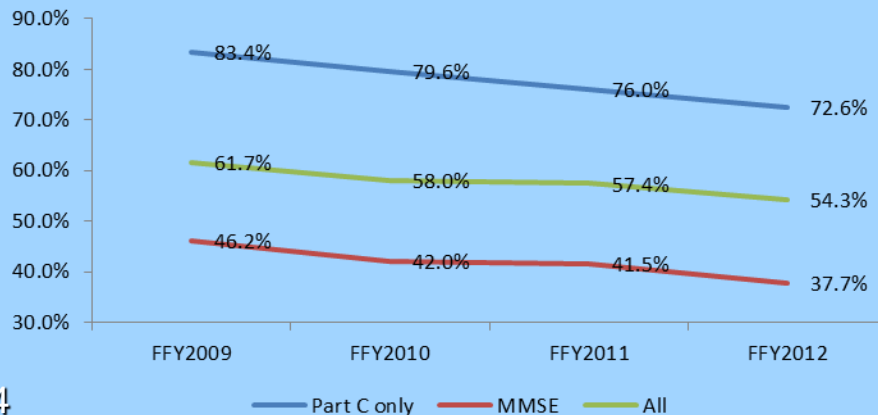
3A: social-emotional



3B: knowledge and skill



3C: appropriate behaviors



Summary Statement by Ethnicity - FFY2012

	Summary Statement 1			Summary Statement 2		
	The percent that substantially increased their rate of growth by the time they exited.			The percent that were functioning within age expectations by the time they exited.		
	3A social-emotional	3B knowledge and skills	3C appropriate behavior	3A social-emotional	3B knowledge and skills	3C appropriate behavior
White/Not Hispanic (n=2,764)	77.3%	82.5%	81.0%	59.4%	55.0%	55.4%
African-American/Not Hispanic (n=465)	69.9%	72.9%	72.9%	48.4%	45.2%	49.0%
Hispanic or Latino (n=252)	72.5%	75.0%	76.6%	56.7%	48.0%	54.4%
Multi-racial/Other (n=84)	77.1%	82.6%	80.6%	56.0%	58.3%	47.6%
Asian (n=85)	85.7%	86.8%	84.7%	58.8%	57.6%	55.3%

- ❑ *Summary Statement 1:* The percentage of White children was statistically significantly ($p<.05$) higher than those reported for African-American on all three indicators and for Hispanic/Latino on indicator 3B.
- ❑ *Summary Statement 2:* The percent of White children was statistically significantly ($p<.05$) higher than African American infants and toddlers on all three indicators, and statistically significantly ($p<.05$) higher than Hispanic/Latino on indicator 3B.

Summary Statement by Gender – FFY2012

	Summary Statement 1			Summary Statement 2		
	The percent that substantially increased their rate of growth by the time they exited.			The percent that were functioning within age expectations by the time they exited.		
	3A social- emotional	3B knowledge and skills	3C appropriate behavior	3A social- emotional	3B knowledge and skills	3C appropriate behavior
Male (n=2,268)	75.3%	79.8%	78.4%	55.3%	51.2%	51.9%
Female (n=1,304)	77.6%	82.8%	82.1%	62.0%	57.4%	58.4%

- ❑ *Summary Statement 1:* The percentage was statistically significantly higher for female children compared to the percentage for males on Indicators 3B and 3C.
- ❑ *Summary Statement 2:* A statistically significant higher percentage of female children were functioning within age expectations in all three domains as compared to male children.

Summary Statement by Peer Group – FFY2012

	Summary Statement 1			Summary Statement 2		
	The percent that substantially increased their rate of growth by the time they exited.			The percent that were functioning within age expectations e by the time they exited.		
	3A social-emotional	3B knowledge and skills	3C appropriate behavior	3A social-emotional	3B knowledge and skills	3C appropriate behavior
Rural (n=330)	78.4%	80.8%	82.3%	64.5%	63.7%	62.5%
Small (n=714)	74.2%	78.7%	77.9%	64.0%	61.2%	60.9%
Medium (n=443)	70.1%	78.0%	79.0%	62.3%	63.4%	58.0%
Metro Area (n=835)	78.5%	82.7%	79.2%	55.6%	54.0%	54.6%
Urban Center (n=1,360)	76.7%	81.6%	80.6%	52.6%	43.4%	47.5%

- ❑ *Summary Statement 1:* The percentages of growth from children in rural, metro, and urban areas were statistically significantly ($p<.05$) higher than those of children in medium size cities on indicator 3A. On indicator 3B, significantly more children from metro areas increased their rate of growth than children from small and medium sized cities ($p<.05$).
- ❑ *Summary Statement 2:* On all three domains, the percentages of growth from infants and toddlers in metro areas and urban centers were statistically significantly ($p<.05$) lower than the percent of children in the other areas (rural, small sized cities and medium sized cities).

Summary Statement by **Length of Service** – FFY2012

Length of Service	Summary Statement 1			Summary Statement 2		
	The percent that substantially increased their rate of growth by the time they exited.			The percent that were functioning within age expectations by the time they exited.		
	3A social-emotional	3B knowledge and skills	3C appropriate behavior	3A social-emotional	3B knowledge and skills	3C appropriate behavior
6 to 12 months (N=1,751)	80.1%	84.4%	82.8%	61.3%	57.3%	59.0%
12 to 24 months (N=1,267)	76.2%	81.9%	80.8%	57.1%	52.7%	54.4%
24 to 36 months (N=664)	66.1%	69.6%	70.2%	49.2%	44.6%	41.8%

- ❑ *Summary Statement 1:* The percentage reported for children remaining in the program for 6 to 12 months were statistically significantly higher ($p<.05$) in comparison to children who remained in the program for more than two years on all three indicators.
- ❑ *Summary Statement 2:* The percentage of infants and toddlers was statistically significantly higher ($p<.05$) for children who remained in the program 6 to 12 months in comparison to older children on all three indicators.

Members developed hypothesis statements which will be revisited during the Theory of Action stage. Some themes that emerged were:

- Improving social and emotional development for infants and toddlers
- Ensuring sufficient, year-round services are written on the IFSP for infants and toddlers
- Professional development for staff (in addition to The Essentials of *Early On*) that includes a piece about helping parents to understand their child's social and emotional development
- Identifying a standard tool for evaluating a child's social and emotional competence and vulnerabilities, provide trainings on the tool, and link the tool to improved growth

Selection of Project Manager

In June 2014, an SSIP Project Manager was contracted to organize information, facilitate the SSIP committee meetings, compile all information, and help MDE submit a successful SSIP report in April 2015.

SSIP committee formed

May 2014

Sherri Boyd
Clare Brick
Christy Callahan
Barbara Corbin
Reneé DeMars-Johnson
Kristina Donaldson
Sheri Falvay
Laura Goldthwait
Sarah Greer
Lori Irish
Charo Hulleza
Kelly Hurshe
Laura Jensen Hunt
Chandra Jones
Sandee Koski
Tiffany Kostelec
Allan Knapp
Mary Mackrain
Cheryl Najm
Colleen O'Connor
Nancy Peeler
Stephanie Peters
Stefanie Rathburn
Barb Schinderle
Prachi Shah
Sondra Stegenga
Nancy Surbrook
Joy Thelen
Lisa Wasacz
Jean Wassenaar
Vanessa Winborne
Luna Xuan

Grantee, Michigan Alliance for Families
Parent
Grantee, EOT&TA
Service Provider
MDE
Parent
Interagency, DCH, Mental Health
MDE
Grantee, Public Sector Consultants
Interagency, DCH, Mental Health
Grantee, Wayne State University
MDE
Parent
Parent
Grantee, Michigan Alliance for Families
Interagency, DCH, Public Health
Grantee, 618 data collection
Interagency, DCH
MDE
MDE
Interagency, DCH, Public Health
Service Provider, retired
Grantee, EOT&TA
MDE
Physician
Service Provider
Grantee, EOT&TA
Interagency, DHS
MDE, 619
Grantee, EOT&TA
MDE
Grantee, Wayne State University

June 19, 2014

SSIP meeting goals

To share information about the child outcomes data collection process and data trends so that all SSIP Committee members have the same knowledge.

To help narrow the SIMR around positive social and emotional development.

Take away from the meeting

- Members are all on the same page.
- Additional disaggregated data analysis is needed.
- Members had homework related to infrastructure analysis.
- Members participated in a Round of Words to check the pulse of the committee.

July 22, 2014 SSIP meeting

Purpose:

- To share disaggregated data.
- To help narrow the SIMR around social and emotional development.
- To begin the infrastructure analysis.

Take away from the meeting

- The data confirmed what we suspected about child outcomes.
- A segment of our population is not reaching their outcomes.
- The OSEP visit is timely, as we are in need of gaining clarification for our SIMR.

Zooming in: A Summary

Cluster analysis and analysis of reporting progress categories confirmed similar results.....

1. Child outcomes were statistically significantly different based on demographics:

- ❑ Children who are male, African-American, eligible for MMSE, or those living in urban areas are more likely to have lower level outcomes at exit.

2. To improve the Summary Statement results, different reporting progress categories could be targeted:

- ❑ Summary Statement 1 would increase if more children fell into categories C and D.
- ❑ Summary Statement 2 would increase if more children fell into categories D and E.

C. Improved functioning to a level **nearer** to same-aged peers but did not reach it.

D. Improved functioning to reach a level **comparable** to same-aged peers.

E. **Maintained functioning** at a level comparable to same-aged peers.

Future plans for SSIP Committee

- Aug. 27, 2014 Focus of meeting: Infrastructure analysis
- Sept. 23, 2014 Focus of meeting: Infrastructure Analysis
- Oct. 22, 2014 Focus of meeting: Root cause analysis
- Nov. 25, 2014 Focus of meeting: Develop improvement strategies
- Jan. 14, 2015 Focus of meeting: Finalize improvement strategies and begin Theory of Action
- Feb. 24, 2015 Focus of meeting: Finalize Theory of Action
- March 25, 2015 Focus of meeting: Review of plan

Questions for OSEP

Is it OSEP's preference to select a pilot area rather than starting statewide?

When we start adding other service areas to the pilot (scaling up small), what is OSEP's advice on setting targets?

Should they be kept the same as for the pilot area or be greater?

Our SSIP Committee has identified three possible SIMRs:

- 1.** The Service Areas will make progress in improving the social and emotional outcomes for infants and toddlers who are African-American, male, eligible for Michigan Mandatory Special Education, and live in an urban setting.
- 2.** The Service Areas will make progress in improving the social and emotional outcomes for infants and toddlers with the highest need.
- 3.** The Service Areas will make progress in improving the social and emotional outcomes for infants and toddlers eligible for Michigan Mandatory Special Education.

What will the reporting format look like for Indicator 11?

Will there be a template?

Will this Indicator include slippage?